# TRANSFORMATIONAL LEARNING IN NURSING: THE LIVED EXPERIENCE OF RESEARCHING LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER/QUESTIONING (LGBTQ) HEALTH ISSUES

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[This study was based on my EdD dissertation completed successfully in 2014 @Walden University in St. Paul, Minnesota, USA. (cf: *http://gradworks.umi.com/36/37/3637125.html*

## ABSTRACT

AIM: The goal of this study is to explore the negative cultural, societal perceptions impact the experiences of a doctoral student studying LGBTQ health issues. BACKGROUND: Studies show that LGBTQ health issues are minimal in the North American Nursing curriculum. There are limited academic professors trained to support student researching LGBTQ issues. METHOD: An interpretative, narrative analysis is used to determine how the negative cultural perceptions affect the society impacts the experiences of a doctoral student studying LGBTQ health issues. Data is collected using detailed field notes, interview transcripts, and peer debriefer's recommendations. This study is grounded in Mezirow's Phases of Transformative Learning, critical theory, and an emancipatory worldview. RESULTS: Data analysis showed that the student researching LGBTQ issues must be prepared to expect personal and professional challenges. The student must be willing to use self-reflection to make meaningful and fundamental changes. CONCLUSION: There is a critical need to support students researching the LGBTQ cohort.

**Keywords**: Nursing; LGBTQ Issues; LGBTQ Studies; Women's Health **Themes, Doctoral student, Transformative Learning**

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